



No Child Left Behind

Accountability and
Highly Qualified

Tennessee Department of Education

Accountability

- ★ Tennessee has a single statewide accountability system that will be effective in ensuring that all LEAs and schools make adequate yearly progress.
- ★ Tennessee system will implement the requirements of both NCLB and EIA. Value-added will be an important component.
- ★ System includes both rewards and sanctions.

Accountability System

- ★ Based on academic standards and assessments
- ★ Includes achievement of all students
- ★ Includes subgroup population accountability:
 - ★ Race/Ethnicity
 - ★ Students with Disabilities
 - ★ Limited English Proficient Students
 - ★ Economically Disadvantaged Students

Content Standards

www.state.tn.us/education/mcurriculum.htm

- Three levels
 - Advanced
 - Proficient
 - Below Proficient
- State will set the cut-off scores for grades 3, 5, and 8 for reading/language arts and math to determine achievement standards (advanced, proficient, and below proficient) in July 2003.

Major Changes to the Accountability System

- Norm-Referenced Based Accountability System to a Criterion-Referenced Based Accountability System
- Accountability System Based on Performance of all students to Accountability System Based on Performance of all students **and** Required Subgroups

Disaggregation

- ★ Based on sound statistical methodology, a State must determine and justify the minimum number of students (the N count) sufficient to yield statistically reliable information for reporting assessment results and for identifying schools in need of improvement. Tennessee has an N of 45 for accountability purposes.

Full Academic Year

- Only those students who were in the school, LEA, or state for a full academic year are included in the accountability analysis.
- Tennessee defines fully enrolled as being **continuously** enrolled for at least one day of the first reporting period until the test administration.

Defining AYP



Starting Point by Grade Span

★ Tennessee will have one annual measurable objective for reading/language arts (TCAP language arts composite plus writing) and one for math for elementary/middle schools and one annual measurable objective for reading/language arts (Gateway English and writing) and one for math (Gateway Math) for high schools.

Participation Rate

- NCLB requires that all students in the required grades must participate in the state assessments.
- **95% of all students in the school and LEA and in each subgroup that makes an N of 45 must have participated in the State assessment or the school or LEA does not meet AYP.**

Required Three Cells

Each school and LEA must meet these three cells to meet AYP:

- Math
- Reading/Language Arts/Writing
- Additional Indicator (attendance or graduation rate)

State will use three-year average, most current two-year average, or the most current year to meet AYP.

Meeting AYP in the Content Areas for all students and each subgroup

- Math
 - 95% participation rate
 - Annual Measurable Objective (% of students proficient or advanced)
- Reading/L.A./Writing
 - 95% participation rate
 - Annual Measurable Objective (% of students proficient or advanced)

Other Academic Indicators

To Meet AYP for additional indicator:

- Elementary/
Middle School
- High School

Attendance Rate for
all students

Graduation Rate for
all students

Graduation Rate

- All States must use the graduation rate as the additional indicator at the high school level and disaggregate it.
- NCLB 1111(b)(2)(C)(vi): "defined as the percentage of students who graduate from secondary school with a regular diploma in the standard number of years"

Special Populations

- ★ Special Education-two alternative assessments
 - ★ TCAP-Alternate Portfolio
 - ★ TCAP-Alternative Standards Assessment
- ★ Only 1% of LEA or state.
- ★ Held to different academic standards.

Special Populations

- ★ Limited English Proficient
(English Language Learners)

- ★ School Year 2004-2005
Alternate Assessment for ELL
which will meet Title III and
Title I purposes.
- ★ Classified as ELL until tested
two consecutive years as
proficient on the alternative
assessment and then test
proficient on the regular TCAP.

Safe Harbor Provision



A subgroup which does not meet the annual measurable objective in either math or reading/language arts can still meet AYP if:

1. The number of below proficient students in that subgroup decreased by 10% from the prior year; and,
2. That subgroup meets the annual measurable objective for the other content area; and,
3. That subgroup meets the objective for the additional indicator.

School Improvement

Identification

- ★ A school or LEA must fail the same cell for two consecutive years to be placed in school improvement.
- ★ A school or LEA must fail the same cell again to move to the next school improvement category.
- ★ To exit that category of school improvement, a school or LEA must meet AYP in that cell for two consecutive years.

Tennessee Value-Added System

Four Purposes

- To help schools and LEAs improve their educational programs for all students
- To reward schools and LEAs that meet AYP and have strong value-added
- To determine the level and kind of technical assistance provided to identified schools and LEAs
- To determine the number, kind, and level of interventions selected by the State to improve identified schools and LEAs

Appeals Process

Each School and LEA that is identified for improvement has the opportunity to appeal.

- 1. 30 days**
- 2. “in error for statistical or other substantive reasons”**

School & LEA Improvement Section 1116



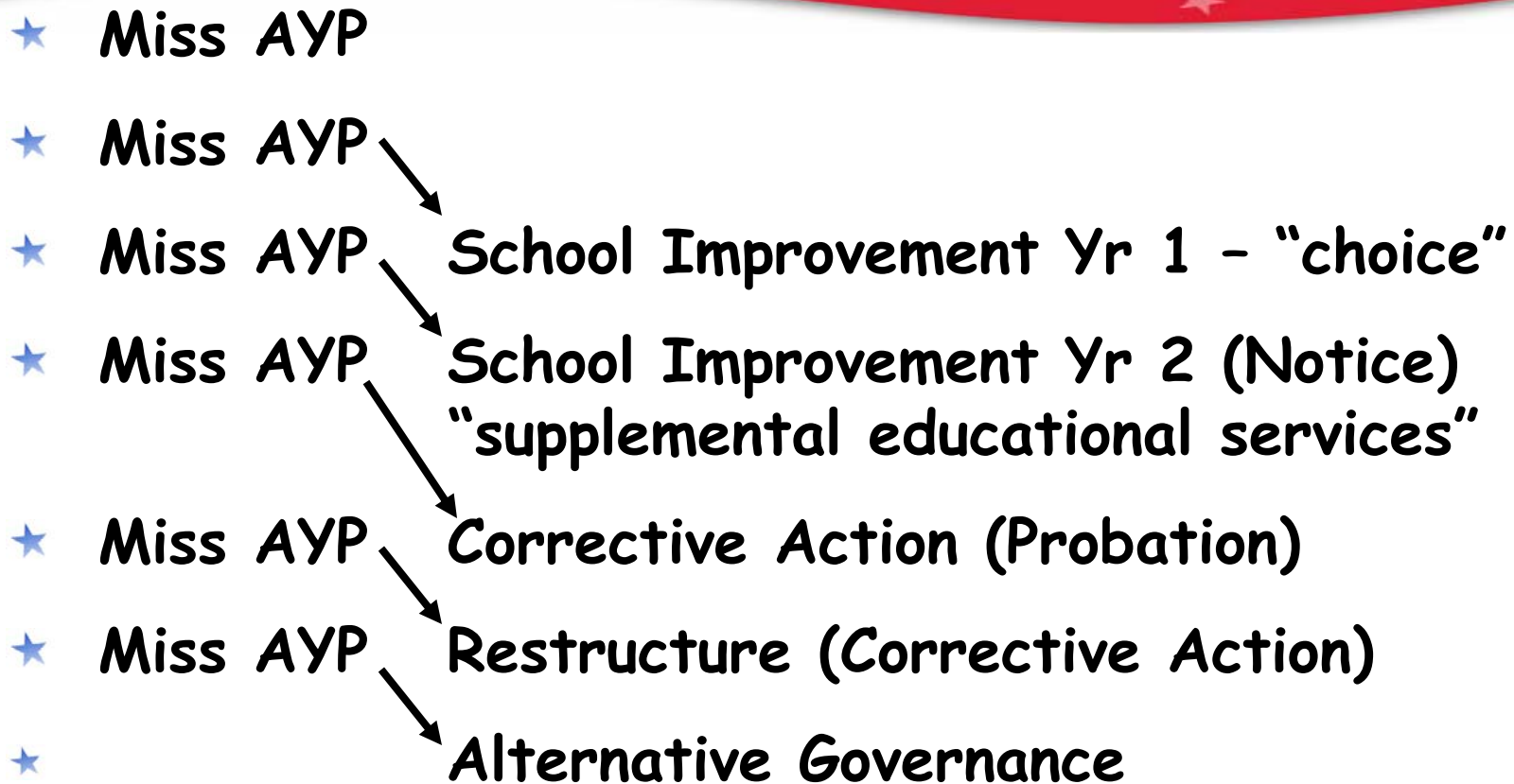


School Improvement

**States must determine if
each school and LEA
(even those that do not receive Title I funds)
make adequate yearly progress.**



School Improvement Timeline



Tennessee Accountability Chart

Heads Up	School Improvement & School Improvement-Improving SI-1	Notice & Notice-Improving SI-2	Probation & Probation-Improving Corrective Action-1	Corrective Action & Corrective Action-Improving Restructuring	Alternative Governance Alternative Governance
After First Year of Not Making Adequate Progress (Beginning of Year 2)	After Second Year of Not Making Adequate Progress (Beginning of Year 3)	After Third Year of Not Making Adequate Progress (Beginning of Year 4)	After Fourth Year of Not Making Adequate Progress (Beginning of Year 5)	After Fifth Year of Not Making Adequate Progress (Beginning of Year 6)	After Sixth Year of Not Making Adequate Progress (Beginning of Year 7)
<p>Note:</p> <ul style="list-style-type: none">•Title I and non-Title I schools implement sanctions under TCA 49-1-602•Only Title I schools implement sanctions under NCLB	<p>TCA-49-1-602</p> <ul style="list-style-type: none">•(State will publicly identify all schools in need of improvement, Title I and non-Title I, that are at risk of being placed on notice. State sanctions do not apply until a school is placed on notice) <p>NCLB</p> <ul style="list-style-type: none">•Public Notification and Dissemination•Public School Choice◆Revise SIP (including 10% of funding used for professional development each year school identified)•Plan with Outside Expert•Technical Assistance•Peer Review of SIP	<p>TCA-49-1-602</p> <ul style="list-style-type: none">•Joint Study of School System (SDE & Comptroller)◆SDE Approval of state discretionary grants to schools•SDE provides technical assistance through outside expert•Parent Notification•Revision of SIP <p>NCLB</p> <ul style="list-style-type: none">•Public Notification and Dissemination•Public School Choice•Supplemental Services•Technical Assistance	<p>TCA-49-1-602</p> <ul style="list-style-type: none">•SDE Approve School System’s Allocation of Resources to School◆SDE Appoint Local Review Committee to Approve & Monitor SIP◆Parent Notification•Performance Contract for Principal•Provision of Remediation/Supplemental Services•Public School Choice•Incorporate Joint Study Findings in SIP <p>NCLB</p> <ul style="list-style-type: none">◆Public Notification and Dissemination•Public School Choice•Supplemental Services•Technical Assistance•Implement Corrective Action (at least 1)<ul style="list-style-type: none">◆Replace staff•New curriculum•Significantly decrease management authority at the school•Appoint outside expert•Reorganize internal organization	<p>TCA-49-1-602</p> <ul style="list-style-type: none">◆SDE Approves School System’s Allocation of Financial Resources to School◆SDE Approves Allocation of Personnel Resources of School◆SDE Presents Options for School to Plan for Alternative Governance/LEA Develops Plan for Alternative Governance (Contract with IHE, State Takeover, Charter School)◆Parent Notification◆Performance Contract for Principals◆Remediation/Supplemental Services◆Public School Choice <p>NCLB</p> <ul style="list-style-type: none">•Public Notification and Dissemination•Public School Choice•Supplemental Services•Technical Assistance◆Continue to Implement Corrective Action•Prepare a Plan and Make Necessary Arrangements for Alternative Governance (Charter School, Replace Staff, Contract for Private Management, Other Major Restructure)	<p>TCA-49-1-602</p> <ul style="list-style-type: none">◆The Commissioner assumes any and all powers of governance of the school <p>NCLB</p> <ul style="list-style-type: none">•Prompt Notification of Affected Teachers & Parents•Technical Assistance•Implement Alternative Governance•Reopen as public charter school•Replace all or most of relevant school staff•Contract with a private management company•State takeover•Any other major restructuring



Corrective Action (*Probation*)

- If a school fails to make AYP by the end of the second full school year after identification, the LEA must—
 - continue to make public school choice available
 - continue to make supplemental services available
 - continue technical assistance
 - identify the school for corrective action and take at least one of the following actions:



Possible corrective actions

(Probation)

- Replace school staff relevant to the failure
- Institute and implement a new curriculum
- Significantly decrease management authority in the school
- Appoint outside experts to advise the school
- Extend school year or school day
- Restructure internal organization of the school.


Restructuring

(Corrective Action)

- If a school fails to make AYP after one full year of corrective action, the LEA must—
 - continue to make public school choice available
 - continue to make supplemental services available
 - prepare a plan to restructure the school.

Alternative Governance

- By the beginning of the next school year, the LEA must implement one of the following alternative governance arrangements, consistent with State law:
 - Reopen school as a public charter school
 - Replace all or most of school staff, including the principal
 - Enter into a contract with an IHE to operate the school
 - State takeover
 - Any other major restructuring of the school's governance arrangement.



Local Education Agency Improvement

LEAs must also meet AYP. Scores and data will be aggregated from all schools in the LEA to make the LEA AYP determination.



LEA Improvement and Corrective Action

- LEAs are also held accountable. If an LEA misses AYP in the same cell for two consecutive years, they are in LEA Improvement, and after missing AYP for 4 years enter LEA Corrective Action.
- Parents must be notified and some sanctions are applied.
- To be removed from the list, an LEA must meet AYP in the same cell for two consecutive years.

★ ★ ★ ★ ★ Issue Two: Teacher Quality

- ★ All "core academic" teachers must be "highly qualified" by the end of school year 2005-2006.
- ★ "Core academic" includes English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.

Highly Qualified?

- All core academic teachers must have:
 - Bachelor's Degree; and,
 - Teacher's License (no requirements waived); and,
 - Meet content requirements for grade/subject area.

New Teachers

- Elementary (K-6)
 - Pass a test (Praxis)
- Middle (7-8) and High School (9-12)
 - Content knowledge in all core academic subjects they are teaching.

Options for New Middle/High School Teachers

Demonstrating Content Area Knowledge

- Academic major or graduate degree in content area **or**
- Coursework equivalent of academic major (24 semester hrs.) **or**
- Pass a test such as Praxis **or**
- Advanced Certification such as National Board Certification

Existing Teachers

- Existing teachers can demonstrate they are highly qualified in the same manner as new teachers do

OR

- Existing teachers can use the HOUSSE (Highly Objective Uniform State Standard of Evaluation) option.

Evaluation Route for Existing Teachers

Three Options

- 1. Framework for Evaluation and Professional Growth**
- 2. Teacher Effect Data**
- 3. Professional Matrix (coursework in content area, career ladder, years of experience, etc.)**

Implications

- Vocational educators teaching core academic subjects such as Technical Math.
- Special educators teaching core academic subjects. The State will further define these requirements after more guidance has been issued and IDEA has been reauthorized.
- Tennessee allows two out of endorsement area at High School level.
- Most middle grades teachers (grades 7-8) are elementary certified.

Paraprofessionals

- Title I program or schoolwide
- Qualifications
 - 2 years of higher ed (48 semester hours)
 - Associate's Degree
 - Test (Parapro through ETS-456 passing score)
- Everyone must have a H.S. diploma or equivalent.
- Translators and Parent Liaisons

Notification Requirements

- LEAs must annually notify Title I parents of their rights to request the qualifications of their child's teachers and paraprofessionals.
- Title I schools must notify parents of any child taught by a core academic teacher that is not "highly qualified" for more than 4 consecutive weeks.
- Title I principals must annually attest in writing their understanding of these requirements.
- Forms for NCLB will be available at www.mynclb.com .

Basic Information

- No Child Left Behind over \$319 million next fiscal year.
- Title I will be \$186 million.
- Title II, Teacher Quality, is \$50 million.
- Every school LEA in Tennessee receives these funds.

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What is the Department doing to
assist LEAs and schools?

Accountability


- Roll-out sessions on No Child Left Behind
- One-day workshops for grades 3-8 teachers on new standards in reading/language arts and math
- Understanding Poverty workshops to help educators narrow the gap between subgroups
- Consolidated planning process required for next year's consolidated application for funds under NCLB
- Electronic Practice Program for grades K-8
- Exemplary Educator Program
- Regional Teams to Help LEAs and Schools

Highly Qualified

- Subscription to NCLB Parent Communications Center for required forms
- Establishment of an evaluation route for existing teachers for State Board approval (target date August 2003)
- Adoption of a paraprofessional test-Parapro
- Adoption of new middle school specialty exams in Math, English, Science, and Social Studies by State Board in August 2003 for highly qualified
- Replacing K-8 license with K-6 license

More Information

- Office of Federal Programs
 - www.tennessee.gov/education/mnclb
(For state plans on accountability and teacher/paraprofessional quality)
- US Department of Education
 - Office of Elementary and Secondary Education
 - www.ed.gov/oese



Questions? Feedback?

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